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ABSTRACT

This study examines the effectiveness of the student teaching component of primary school teacher training in Kenya by reporting on the results of questionnaires administered to 300 student teachers, 80 program graduates who are not teaching, and 60 college tutors. Chapter 1 details the background of the study, including its purpose, significance, and limitations. Chapter 2 discusses the methodology used and describes the sampling procedure, data collection instruments, and administration of those instruments. Chapter 3 outlines data analysis procedures, administration of teaching practice in the sample colleges, and structure of the teaching practice. Chapter 4 lists findings and recommendations, some of which include: (1) a longer (perhaps six-month) uninterrupted period of student teaching; (2) more opportunities for study of how the administration affects teaching and teachers; and (3) a teacher training program consisting of a year of academic work and professional studies, a half-year for more advanced professional studies, and a half-year for practical teaching. Appendices contain questionnaires and a bibliography. (JMK)

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MORDOCH OUKO AWUOR:

AN EXAMINATION OF TEACHING PRACTICE AS A COMPONENT OF PRIMARY TEACHER TRAINING IN KENYA

1982

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UNIVERSITY OF NAIROBI
AFRICAN CURRICULUM ORGANIZATION

AN EXAMINATION OF TEACHING PRACTICE AS A COMPONENT OF PRIMARY TEACHER TRAINING IN KENYA

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A RESEARCH PAPER SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY OF NAIROBI IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE POSTGRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT.

NAIROBI - KENYA
1982

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The University Library, the African Curriculum Organization Library and Kenya Institute of Education Library and the Department of teacher Education in K.I.E. deserve a special mention.

M.O. A.

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This research paper is dedicated to Risper, Cheriah Dr., Stephen, Marcy and Pastor, my Wife and Children respectively.

PREFACE

This is an Examination of Teaching practice as a Component of Primary Teacher Training in Kenya presented on the first day of September in the year of our Lord 1982. The information contained therein stresses that the future generations of Kenya's children will be guided in their school experiences by college students currently preparing to teach. The quality of the educational opportunity available to those children will depend on a large degree upon the kind of teachers our colleges prepare now, thus thorough teaching practice which exposes the student teachers to different aspects of teaching practice is required to meet this challange.

The guiding spirit of Dr.H.O. Ayot and Mr. S.N. Dioh Shi,les throuchout this paper.

We hope that this research paper will inspire other students of Education and Economic planning.

M. O. Awuor

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CHAPTER ONE

BACKGROUND TO THE STUDY

Introduction

Since attaining independence in 1963 National policies in Kenya have focused on the overall development of the country, raising the standard of living of every Kenyan by increasing their per capita income and the general development of resources of the country as a whole.

In pursuance of the national development policy, national planners have strongly realized the important role that education plays in the economic, social and political development of the country. For instance Bessey report stated that "Curriculum reform must also be seen in the light of social and economic realities if it is to be effective. It can play it's part in improving conditions but cannot be regarded as a panacea for all problems. We have been told and seen for ourselves that unemployment is becoming the most difficult and persistent problem"[1]. Gachathi report also declares that "education certainly is important for all aspects of economic and social development, especially for a developing country whose structure of the economy is changing rapidly ..... The committee is satified that a great deal of improvement could be achieved through relevant education and training".[2]

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1 Ministry of Education : A Study of Curriculum Development in Kenya 19 Page 17, (3 11)

2. Ministry of Education : Report of the National Committee of Educational Objectives and Policies, 1976 (page 13.

In recognision of the importance of Education as a strong factor for National development the Kenya Government policy has been to give the education of her youth as much boost as possible. This commitment is illustrated by the rapid expansion of primary education since 1965. This growth assumed unprecedednted propositions upon the implementation of the universal and free primary education by 1980 (TABLE (1)

TABLE (1)

Growth in Primary Enrolments 1970 - 1981

YEAR	TOTAL ENROLMENT STD I-VII
1970	1,427,500
1971	1,570,500
1972	1,713,200
1973	1,853,500
1974	1,992,000
1975	1,126,700
1976	2,271,200
1977	2,407,500
1978	2,551,900
1979	2,705,000
1980	2,867,300
1981	3,039,400

3

As this table shows primary enrolments rose by nearly 150% in 10 years, such numerical expansion naturally raised other questions.

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3 Ministry of Education: A Study of Curriculum Development in Kenya, pp. 213

Primary education must not only be expanded to give opportunity to all those primary school age going children places in primary schools but the education provided in the schools must be of good quality. The quality of education provided must be that which will be relevant to the after school needs of the individuals and the country as well. In support of this situation the World Bank Education policy paper for 1980 states that education was perceived as a means of raising political and social consciousness, of increasing the number of skilled manpower. In the same document it is emphasized that education is significant as a basic human need for aquairing knowledge, needs such as health, adequate nutrition, shelter, etc. and as an activity that sustains and accelerates overall development. 5

In order to maintain quality and relevance in education or in any sector of education, the curriculum content must reflect the development aspirations of community, the teacher charged with implementation of curriculum content must be suitably and adequately trained and a wide range of supportive instructional materials must be available.

Among these three elements the quality of a teacher seems to stand out, because the quality of a teacher who translates the educational objectives and curriculum content into reality by the use and manipulation of the instructional materials, is reflected in the work performance and attaiment of pupils. Some authorities have affirmed this by saying that no educational system can stand above the quality of the teachers in the schools. The importance therefore of suitably trained and qualified teachers in any school systems cannot be over-emphasized.

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4. Education sector Policy Paper, Worl Bank, April 1980 page 12.

5. ---------- Ibid ----------page 13.

Arguing in the same line at the International Institute of Educational Planning, Williams says "In so far as teacher-training programmes do come under scrutiny in the pages, it is their qualitative impact on overall teacher supply, rather than the more qualitative issues of content and philosophy, that provides the focus" 6 The National Committee on Kenya Education Objectives and Policies put it that "qualitative and quantitative attributes of the teaching profession constitutes a crucial condition for their success. In particular, the proposed order of priorities of firstly, achieving universal primary or basic education ....." 7 Also "The qualitative attributes of the teacher are of paramount importance in determining the quality of education on which the itellectual development of the child is based" 8.

In recognision of the importance of qualified and good teachers in a school system, Kenya government has given great priority to the training of primary school teachers. To this end there are now in Kenya, Seventeen National Teachers Colleges and one private Teachers College.

The national objectives for teacher education as laid down in various documents published by the Kenya government are:

(i) To develop the basic theoretical and practical knowledge about the teaching profession, so tnat the teacher's attitude and abilities can be turned towards professional commitment and competence.

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6. Peter Williams: Planning teacher demand and Supply. UNESCO International Institute for Educational Planning, Paris, 1979, p. 12.

7. Ministry of Education: A Report of the National Committee on Educational Objectives and Policies page 106, Nairobi, 1976.

8. ----------Ibid----------Page 109

ii. To develop in the teacher the ability to communicate effectively.

iii Bearing in mind the child as the centre of education, teacher education should prepare teachers who can

(i) provide suitable learning opportunities.

(ii) develop the child's communicative skills.

(iii) develop the individual child's potential abilities to their maximum through a variety of creative learning experiences.

(iv) develop the child's sense of citizenship and national identity.

(v) develop the child's ability in critical and imaginative thinking in problem solving and self expression.

iv To create a national consciousness for educational excellence in every teacher.

v. To develop in the teacher the ability to adapt to change or new situations.

vi. To provide opportunities to develop special interests and skills and to promote initiative in the teacher.

vii. To develop an awareness and appreciation of innovation in the field of education and an ability to utilize them.

viii. To develop an wareness of the principles which underline good human relationship and use these in their dealing with the children and the community.

ix. To promote national unity, national development and social equality.

x. To foster in the teacher an appreciation and respect for our rich and varied cultural heritage" 9

The eighteen teachers primary colleges have extended as far as student enrolment and output, according to the information contained in the table below:-

TABLE II

PRIMARY SCHOOL TEACHERS

YEAR	QUALIFIED TEACHERS	UNQUALIFIED TEACHERS	TOTAL
1961	15,600	4,600	20,200
1962	17,200	5,500	22,700
1963	17,200	5,600	22,800
1964	19,200	8,600	27,800
1965	20,300	10,700	31,000
1966	23,300	10,200	33,500
1967	25,100	10,600	35,700
1968	27,500	10,400	37,900
1969	30,000	8,300	38,300
1970	32,900	8,600	41,500
1971	37,600	11,800	49,400
1972	41,600	11,900	53,500
1973	43,900	12,600	56,500
1974	48,000	26,200	74,200
1975	54,800	31,300	86,100

The education planners and authorities are convinced that there should be close correlation between numbers and quality of teachers with pupils enrolment. The planned teacher/pupil ration in Kenya according to the Ministry of Education report of 1976 is on e to 40 pupils.

In order to reach this target primary teacher population and that of those trained and qualified has grown since 1965 according to the above table. It is not only the number of trained teachers in the system that matters, the type of training they have received is crucial as well. Are the teachers able to communicate properly with the learners? Are they equipped with the skills necessary not only to interact with the learner but also to participate in the development of all the potentials of the learner so that he can be selfreliant and contributionof the society's development?

In order to give effect to the quality of teachers trained, the content of teacher training courses offered in primary teachers' colleges which are of two years duration is important. The training is structured to reflect the following:-

(I) Academic studies

(2) Foundation Studies

(3) Practice of education which includes Methodology (theory) and teaching practice.

The subjects offered at Teachers' training college must aim, according to the national objectives of teacher training, at producing teachers who are not only going to be steeped in academic, cognative or theoritical knowledge. They must be able also to adapt and utilize such knowledge in primary schools' classroom situations. If they are to do this competently and comfortably they must be equipped with a wide range of teaching techniques. They must also possess initiative for deciding in a given situation what are the most appropriate teaching strategies to be used so that the planned instructional outcomes can be achieved.

THE PURPOSE OF STUDY

The efficiency of a teacher is largely determined by the manupulative skills he posses so that in any given teaching/ learning situation, he will adapt those techniques that would ease the processes of knowledge transference from himself to the learners. At the same time the teacher should create an atmosphere in which pupils can freely interact with him. These skills are usually acquired by the teacher during the periods of orientation. This orientation period is Teaching Practice period. It is during teaching practice period that teacher trainee is confronted with at least a sample of the pupils he will meet after training. Teaching practice consequently should occupy a very important place in teacher preparation.

Opinion is divided among specialists as to how best to organize teaching practice during the formative years of a teacher trainee. One school of thought holds the opinion that teaching practice should be sandwiched with theoritical work. What they advocate in essence is that the period of cognative knowledge acquisition should be immediately followed by teaching practice. In this way, the teacher trainee, they urgue, will put into practice some of the pedagogical theories he has acquired during lecture time. They advocate that in these circumstances teaching practice lasts a few weeks, that is one or two weeks at the time for about three or four sessions throughout the period of training.

Another school of thought is of the opinion that teaching practice should cover a long continuous period of from six months to a year during the period of training. As Dioh S.N. (unpublished paper 1981, page 86) states the advantages of this arrangement are:

(i) Teaching practice gives the student teacher the opportunity to apply the techniques he has learnt in the lecture room in actual classroom situations under conditions that are typical of those he would likely work in after his training.

(ii) Spending a reasonably long and uninterrupted period of practice-teaching in a school does not only provide the students with the opportunity to become involved in prototype but essential school events and activities, it also enables the students teacher to establish meaningful relationship with parents, staff and the community.

(iii) Teaching practice periods also expose the teacher trainee to situations where he can exercise leadership roles for a long unbroken period. This enables him to systematically put into practice the theories acquired in classrooms.

(iv) Longer uninterrupted student teaching provide teacher trainers longer periods to assess and evaluate their students in both core - curriculum and co-curricular activities.

(v) It is easier to evaluate students potential in accepting community and school responsibilities, commitment to duties and development of good public relations when they are exposed to such situations for longer periods.

When one associated with teacher training in Kenya, reviews practical teaching arrangement for primary teachers there is a strong tendency to question the suitability of the present strunture. At present the primary teacher training in Kenya covers a period of two academic years in which three teaching practices are allocated. The first teaching practice is in

the second term of the first year students, the second teaching practice is in the third or fourth term and the last teaching practice which is also the final is in last term of the second year. Many a time the short duration of four weeks each during the three teaching practices allocated by the Ministry is yet reduced to two or three weeks each due to the financial problems facing teacher training colleges, secondly the climatic conditions and last the final assessment programme, which forces the colleges to reduce time for teaching practice.

On the surface this arrangements does not appear to be generally satisfactory and there is wide spread concern among teacher trainees that the present structure of teaching practice does not provide the student teacher with sufficient scope to become fully acquainted with the techniques, plusses and minuses of teaching strategies.

However no empirical studies have been undertaken to ecaluate teaching practice. There are therefore many unanswered questions about the suitability of the present structure of practical teaching in primary teachers colleges. It is inorder to fill this gap that the present study was undertaken. In view of this the objective of this study is:-

(a) to identify the pitfalls and the short comings of the present organization of teaching practice in primary teacher colleges,

(b) to examine the deficiencies in the primary teachers practical teaching and recommend measures to be taken to improve the, system.

(c) to lead the student trainee through teaching practice to appreciate the fact that the best and most effective way of training a teacher is to expose him to simulated conditions of actual school activities for which he is being inducted.

(d) to lead the students and the teacher trainer to understand that it is through actual participation in teaching that they can increase their own knowledge of the nature of teaching and to improve their pedagogic in classroom.

(e) to suggest what action needs to be taken inorder to improve the structure of teaching practice so that it can contribute effectively in the training of primary school teachers.

SIGNIFICANCE OF THE STUDY

Concerned as this study is with an examination and evaluation of the current organization of the teaching practice in Primary teachers colleges in Kenya, this Study will be significant to the development of teacher education in Kenya in the following ways:-

1) Through the findings and recommendations the necessary information will be available for the planners and decision makers in the Ministry of Basic Education for them to re-structure and reorganize the teaching practice so that Primary teacher training will emphasize both the theoretical and practical components of the training.

2) Thus organized and re-structured the Primary Teacher programme will become better suited for the training and preparation of qualitative teachers.

3) The Student Teacher through a more school community oriented system of teaching practice will become intergrated into all the activities of the school and those aspects of community life for which his services are most required.

LIMITATION OF THE STUDY

Teaching practice is an outstanding of teachers' preparation which needs critical analysis but the time in which the research was to be done and be submitted to the University of Nairobi was very limited. Because of the pressure of time target population sampling was limited to only four colleges in Nyanza Province instead of using all the seventeen national colleges and one private college.

Due to the problems of posting letters, the distances to be covered and the meagre resources at the disposal of the author, it was not possible to distribute questionnaire to all students and tutors in the four Colleges. It was not possible to involve all graduate students in South Nyanza district.

The time factor forced us not to use computor facilities which are available at the University. Programming and the Punching was to consume time. Yet more time was spent on correction thus in our case mannual computerization was used.

CHAPTER TWO

METHODOLOGY

In Chapter One an attempt was made to emphasize the importance of teaching practice in the process of training teachers. Questions were also raised as to whether this component of teachers" education is accorded the pride of place which it deserves. The feeling was expressed that teaching practice is progressively playing second fidole in the preparation of teachers. It is because of the uncertainity of how much value is attached to teaching practice that this study was undertaken.

SAMPLING PROCEDURE

The study or this investigation involved obtaining information from sources that were knowledgable of teacher training in general, in this connection the target population consisted of:-

(a) Teacher trainees in teachers' primary colleges.

(b) Recently graduated teachers from the Primary teachers' colleges.

(c) Tutors of Primary teachers colleges.

As outlined in chapter one there are seventeen government teachers' colleges and one private college managed by Seventh Day Adventist Church, in the Republic of Kenya, with total enrolment of 10,300 students in 1982. Equally many teachers have graduated from these teacher training colleges now assigned to various teaching responsibilities in the National Primary school system. Because of the large number of teachers and student teachers involved it became necessary to deal with only random sample of teachers in this study.

Determining the sample through randominization was guided by the following factors:-

(i) The ubiquitous spread of the teachers colleges and primary schools throughout the nation called for delimiting distances to be covered by the researcher.

(ii) The researcher paper was expected to be completed within a specified period of three months (May to July), with this in view all time saving techniques and devices were adopted.

Guided by these factors the sampling was limited to the four primary teachers colleges in Nyanza Province. These are Asumbi, Kamagambo, Kisii and Siriba teachers colleges. The sample schools from which recently graduated teachers were to be taken were also limited to those primary schools of the Rangwe Division in South Nyanza District. The recently graduated teachers serving in these areas received their training from at least ten of the eighteen primary teachers' training colleges. This in itself involved a measure of randomnization.

[illegible] take a random sample of three hundred and fifty teacher trainees who are now in their second year. The selection was done on a proportional basis determined by the enrolment in each of the four colleges as tabulated below:-

TABLE III: ENROLMENT OF SECOND YEAR STUDENTS SAMPLE

COLLEGE	ENROLMENT	SAMPLE	%
Asumbi	400	120	30
Kamagambo	40	12	30

TABLE III (Cont.)

COLLEGE	ENROLMENT	SAMPLE	%
Kisii	180	50	30
Siriba	560	168	30
TOTAL	1180	350	

This research was undertaken in May and June 1982, a period when the first year students had not done any teaching practice, consequently only second year students were involved in the research. As noted in the table above student trainees from Asumbi, Kamagambo, Kisii and Siriba respectively constituted the sample.

The random selection of for example, students from the total enrolment of students from Asumbi was accomplished by the process of randomnization through "lucky dip". This process was repeated for all the colleges, thus giving us the random sample of three hundred student teachers.

To obtain a random sample of the tutors from the primary teachers training colleges the same process was employed, as shown in the following table:-

TABLE IV: STAFFING IN COLLEGES

COLLEGE	NUMBER OF TUTORS	SAMPLE	%
Asumbi	45	18	40
Kamagambo	6	3	40

TABLE IV: Continues

COLLEGE	NUMBER OF TUTORS	SAMPLE	%
Kisii	25	11	40
Siriba	70	28	40
TOTAL	146	60	40

DATA COLLECTION INSTRUMENTS

In order to collect data, three questionnaire were designed for administration to the three categories of the target population randomly selected. The first questionnaire or questionnnaire A was to be administered to student trainees. It consisted of eighteen test items. These items were focused on the following main issues:-

(i) Guiding the student in dealing with the range of teacher's activities.

(ii) Personal social development of future teachers.

(iii) Duration of teaching practice.

(iv) Students in the school community.

The second research questionnaire "B" was to be administered to recently graduated teachers now serving in primary schools. It consisted of sixteen items broadly covering the following areas:-

(i) Relevance and suitability of the college organized teaching practice.

(ii) The young teacher within a school community.

(iii) Relevance of teaching practice as a preparation for the challanges in the field for the new teacher.

The third instrument, Questionnaire C, was designed to be completed by tutors of Primary Teacher Colleges. It consisted of ten test items covering the following main aspects of teaching practice:-

(i) Preparation for teaching practice.

(ii) Duration of teaching practice.

(iii) Students' motivation and resourcefulness.

(iv) Helping students understand community study and participation as a way of learning more about learners.

These research instruments appear in this paper as appendices 1-3.

After constructing the three instruments, they were submitted to some of the author's collegues for a critical study and possible suggestions for improvement. The instruments were updated or ammended taking into account the criticisms and suggestions of those who read them. Later the study adviser also studied them and made valuable corrections and suggestions which were reflected in the final drafts.

Under normal circumstances these research instruments should have been pre-tested or piloted to ascertain their validity. Although the researcher would have loved to do this, he was unable to do so because of the limitations imposed by shortage of time, as already pointed out in an earlier paragraph of this paper.

ADMINISTRATION OF THE INSTRUMENTS

Some factors influenced the researcher in determining the system to be adapted in the administration of the instruments for data collection purposes. These factors were:-

(i) The need to have as high a percetage of respondents returning questionnaire as possible. There was fear that if the questionnaires were posted the usual lethargy which many people have in completing questionnaires and to return them to source would hve resulted in unwelcomed delays which might have jeopedized the successful completion of the study.

(ii) It was also necessary to brief the respondents on how to complete the questionnaires.

(iii) Posting questionnaires sometimes resulted in the never arriving at their destination. Their being lost in transit reduces the researchers chances of obtaining complete information.

Having regard to the shortcomings or problems generally associated with posting of research instruments, the author of this paper decided to administer the questionnaires personnally using the time table appended to this report as appendix IV.

Before administering the questionnaire letters of introduction were sent to the Principals of the four concerned colleges and the Divisional Education Officers to brief them on the purpose of the exercise and to solicite their cooperation and assistance.

The administration of the recently graduated teachers questionnaires was done and facilitated by the kind cooperation of the assistant education officer. He invited all the recently graduated teachers to assemble at a centrally convenient place on a pre-arranged date. The questionnaires were administred at that assembly to prevent colaboration.

CHAPTER III

DATA ANALYSIS

PROCEDURE:

1) After administering the questionnaires a table was drawn to find out if the study could rely on the responses returned as valid.

TABLE (V)

QUESTIONNAIRE RESPONSE RETURNS

SAMPLE POPULATION	QUESTIONNAIRES DISTRIBUTION	RESPONSES RETURNED	%
Student trainees	350	300	86
Graduate students not teaching	100	80	80
Collete Tutors	60	60	100

From the table above, the response was very good and we could readily depend on the response for our data analysis from which valuable conclusions could be made.

2) The next task was to classify the items in the three questionnaires under the main issues at stake summarized below:

Issues on the questionnaires

(a) Duration of teaching practice

(i) Full time residential

(ii) In full time non-residential

(iii) Time for the present structure is not enough.

(b) Spread of activities during teaching practice

(i) Participation in co-curriculum activities

(ii) A teacher's work not confined to the classroom

(iii) Intergration into the community affairs

a) Regular teachers had no interest

b) Time for integration is too limited.

(iv) Participation in school administration

(v) Experiences in

a) teaching techniques

b) teaching methods

c) use of visual aids.

(c) Administration in teaching practice

(i) Tutors evaluation

(ii) Primary school authorities evaluation

(iii) Teaching practice schools

(iv) Why the present administration of teaching practice is poor

D) Learners characteristics

(i) Background

(ii) Atitude

(iii) Motivation

E) Teacher-pupil relationship

F) Pupil-parent relationship

3) After the grouping, the next problem was to take all the items falling within the same group in the questionnaires A, B and C and match them. Through such analysis certain reactions and altitudes of the respondents were isolated.

GENERAL ADMINISTRATION OF TEACHING PRACTICE IN THE SAMPLE COLLEGES

As structured now, the general tendency is that students go for teaching practice three times in the two years of their training. The three time session is divided into four weeks each.

The first teaching practice is done after the students have stayed in the college for three months. It is a general practice in the sampling colleges that the first year students go out in the college second term, that is between September and December. After this, the students prepare for the second teaching practice in the first term of the second year that is between June and July. The last teaching practice is done between January and March followed by external assessment.

During teaching practice students at Asumbi, Kericho and Kisii have non-residential practice. The students are dropped at their practising schools by the college buses and vans. Some of the students whose schools are near the colleges, in the walking distance, walk to the schools. It is only Kamagambo College which is a unique college practising full time residential system during their teaching practice.

STRUCTURE OF TEACHING PRACTICE

A) Duration of teaching practice:

It was brought out clearly by 85% of both Tutors, Students and graduated students that the duration of only twelve weeks given to teaching practice during the two years is not enough for exposing the trainee in dealing with the range of teacher's activities

Below is the table showing the opinion of graduated students and students still in college.

TABLE (VI)

OPINION OF GRADUATED STUDENTS NOW TEACHING AND STUDENTS STILL IN COLLEGE REGARDING TEACHING PRACTICE SYSTEM:

	FULL TIME RESIDENTIAL	FULL TIME NON- RESI-DENTIAL	PART TIME	TOTALS
STUDENTS IN TRAINING	160	90	50	300
GRADUATED STUDENTS	40	10	30	80
TOTAL	200	100	80	380

It can be seen from the table above that out of 380 respondents 200 (51%) stated that they would prefer full time residential training.

It should also be noted that 100 (25%) students in the college recommended full time non-residential in the first teaching practice because of they too had less experience and influenced by lack of understanding of the role of teaching practice as a component of teacher training. Thus they seem to be excited with the programme and bus rides which were not provided in the secondary schools.

B) Spread of activities during teaching practice.

(i) One of the objectives of this paper was to investigate whether teaching practice should occupy a very important place in teacher preparation to ensure that teachers were professionally prepared.

In questionnaire B (item 9) 90% of the graduated students rate teaching practice as an essential component of any teacher training. 90% of the tutors in the sample colleges responded in questionnaire C (item 10) that teaching practice is very necessary for all teachers in training.

(ii) Participation in Co-curriculum activities.

The practicals are to expose students to as many teaching strategies as possible but due to the structure of administration of teaching practice, there was no time for this aspect. In Questionnaire B (item 5, 10 and 12) 60% of the graduated students agree that there was not enough time for co-curriculum activities. In questionnaire A (items 6, 7 and 8) 68% of the students in colleges advocate that time is not available for co-curriculum activities except for the classroom activities.

(iii) Integration into the School Community.

This is one aspect through which teaching practice is geared to provide integration into the School Community for the betterment of the child. Questionnaire A (item 6, 7 and 8) and Questionnaire B (items 5, 10 and 12) point out that there was no time for participation in the community affairs during teaching practice.

When students who are still in college were asked if they had opportunity to freely interact with the people in the school community the response was as indicated in the table below:-

TABLE (VII)

INTERACTION WITH LOCAL COMMUNITY IN PERCENTAGE

NO TIME	COMMUNITY INTEREST	NOT TOLD	TOTAL
80	7	12	99

The same question was asked the graduate students who responded as indicated in the table below:-

TABLE (VIII)

INTERACTION WITH LOCAL COMMUNITY IN PERCENTAGE

NOT TIME	INTEREST OF COMMUNITY	NOT TOLD	TOTAL
85	5	10	100%

On the basis of tables VII and VIII and it can be concluded that teachers in general are not told about the general relationship in the community they are teaching. The two tables also point out that during teaching practice the main activity is more classroom oriented and not time given to the school community. This is an unsatisfactory situation because the school must have close contact with community.

(IV) Participation in school administration.

Questionnaire B

In (items 2, 7 and 15) which asked the graduate students if they were given practice on school administration, 60% of them

indicated that they were not given practice on this aspect. If student trainees are not exposed to aspects of school administration, they would find it especially difficult without initiation to participate in organizational aspects of their schools.

(V) Techniques, Methods and the use of visual aids.

Both student teachers and graduated students unanimously agreed that the techniques, methods and use of teaching materials were properly given practice as indicated in Questionnaire A (item 16) Questionnaire B (items 13 & 14) which indicates that the techniques and methods given were very relevant. An examination of these items similarly points out that teaching practice combines the use of subject matter and teaching methods.

C) Administration of Teaching practice.

(i) Teaching Practice Structure

According to the three questionnaire there was no direct question asking whether the present structure of teaching practice administration is satisfactory. But indirectly, the students, tutors and graduated students were asked their opinion if they would prefer full time residential teaching practice in the following items of the questionnaire A (item 12, 13 and 15) Questionnaire B (items 4 and 16) Questionnaire C (items 2 and 3) point out readily there is something wrong with teaching practice structure.

(ii) Evaluation by Tutors

The comments given by tutors are very helpful as indicated by questionnaire A (item 17) in which a majority of 80% of the students agreed that teachers comments on teaching practice was most helpful.

But when the students were asked if the tutors commented on other aspects of the school environment other than the classroom work, 60% showed that the tutors were not concerned with the school environment. Questionnaire A (item 18) 30% indicated that the tutors were generally indifferent and 10% indicated that the tutors were not interested at all.

(iii) Teaching Practice School

Noting that 90% of the schools in Kenya are located in rural areas the practice school should not be selected. Questionnaire C (item 8) 75% of the tutors are of the opinion that inorder to expose the students to actual school situations it is advisable during teaching practice to post students to random schools.

(iv) The Teaching Practice Performance

Forty-percent (40%) of the tutors in colleges attribute poor performance of teaching practice, as contained in Questionnaire C (item 5) to the poor administration of teaching practice while 21% of the tutors attribute the poor performance to lack of interest of the students and 20% indicated the poor performance was a result of lack of cooperation in practice schools.

D) Learners Characteristics

The graduated students now teaching were asked in Questionnaire B (item 3) if the pupils the college trained them for were not the pupils they found in the schools they are now teaching in. 40% of the graduated students indicated that the pupils are not the theoretical ones the college told them about. Of the graduated students 23% agreed that the pupils were exactly the pupils talked about and 33% advocated that some pupils were similar, others were different.

E) Teacher Pupil Relationship

Teacher/pupil relationship is lacking during teaching practice. The students in the college were asked if they had time for free interaction with their students outside classroom situation Questionnaire A (item 5) and they responded by 62% that there was no time for interation.

F) Pupil/Parents Relationship

Educationists say that discipline starts from home! When the students in teachers colleges were asked of the problems they were faced with during teaching practice, Questionnaire A (item 4). 56% of the students indicated that lack of parental care to the children was one of them and appeared to be a major cause for indiscipline among the students they encountered during teaching practice.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

FINDINGS: According to our investigation and analysis of the questionnaires in chapter III some distinct pit falls and short comings in our present structure of teaching practice in Kenya Primary Colleges seem to emerge.

The present structure of teaching practice does not provide the students with sufficient scope of becoming fully acquinted with the co-curriculum activities. The students are not exposed to games and sports. They are not exposed to the running of the daily routine of the school for example, duty master, classmaster, library master, garden master etc.

The investigation also brought out that students on teaching practice do not have time to know the environment of the child because of lack of integration into the school community and the local community.

It was discovered that the present structure of teaching practice does not allow students on practice or to participate in school administration thus they graduate without knowing much about school administration or graduate with and go away with wrong concepts about the functioning of school administration.

According to the investigation, the present structure of teaching training combines the use of subject matter and methods but there is a reduced emphasis of teaching practice. The investigation came out with a feeling among the tutors' based on their reaction to questionnaire items that the present structure of teaching practice is classroom oriented. Secondly 30% of the tutors in colleges comment that one word type for assessment of aspects of student teaching practice evaluation was not satisfactory. To comment on lesson preparation that the lesson is good is too vague. Here tutors must point out what is good

about the lesson preparation so that the student on the practice know exactly what is good about his/her lesson preparation. If aspects of the preparation were not good. These bad points should be brought to the attention of the students.

The research revealed that the graduated students say that the pupils the college trained them for were not the pupils they found in the schools they are now teaching at. If the students find it difficult to interact with pupils there was something wrong with their training. Students react that the discipline problems posed by unwarranted behaviours and practices on the point of pupils such as coming to school late, pupils missing the classes on market days, coming to school without washing their faces, having no proper school uniforms and lack of basic discipline were experienced because of lack of parental care.

The investigation brought out vividly that the duration given for the teaching practice in the two years of training was not enough to expose the students to all aspects of the teaching as a profession.

RECCOMMENDATIONS

A structure must be found whereby trainee - teachers participate in such activities as child study programmes, Community survey, adult schools, Chiefs Baraza or Chiefs' meetings, Parents association, School Committees and Subject Panels meetings as an integral part of the guidance function in the classroom. Likewise, the Ministry of Basic Education should consider the variety of activities designed for students on practice for personal growth, citizenship development and for the professional stimulation as opportunities to increase the trainees usefulness and ability in guidance of learning.

The paper discovered that the students in training have many opportunities to work in classrooms with regular teachers and pupils but few opportunities to work with a total school staff on a whole school programme and still fewer opportunities to participate in the school/community activities. The paper therefore recommends a reasonably long, say six months uninterrupted period of teaching practice to provide the students with an opportunity to become involved in essential school events and activities also to establish a meaningful relationship with parents, staff and community.

In connection with the above paragraph much of the preservice teacher education programme should be designed to make strong contributions to the prospective teachers' ability to work well with others.

Now that the graduated teachers show that the products of the present teacher education programmes are sometimes inadequately prepared to participate in many of the activities now accepted as part of the teaching job, this paper than recommends up dating courses which will give the teacher in the field proper orientation on what they missed during teaching practice.

We recommend that during teaching practice students in training should not enter the profession with inadequate or incorrect concepts and functions of administration in the school programme. Thus a teaching practice structure which will provide the students with an opportunity to study how administration affects teaching, teachers, and how difficult situations can best be met in the interest of the pupil. The structure also should provide the students with the knowledge of administration of how to work with the community rather than blaming individuals and learn how to work with them effectively.

This paper recommends a teaching practice structure which will develop understanding of trainees through association with the administration so that they get a picture of the activities of a school administrator, a student might spend one week also, working full time with the headmaster.

This paper recommends the structure of teaching practice in which all students will have a chance to see the many ways in which parents and teachers may work co-operatively for the good of the pupils. Regular parents/teachers organizations involving meetings and projects offer one such opportunity, Parents association, Harambee or fund raising campaigns are other channels. Through these means we will achieve one of the goals of primary education - that of developing an awareness of the principles which underline good human relationship and use of these in their dealings with the children and the community.

The primary teachers must master the subject matter of all subjects taught in primary school from standard one to seven. We therefore recommend one year of thorough academic work and professional studies. A half year or six months for more professional studies, demonstration lesson micro-teaching and team teaching. The last one half year should be for practical teaching, during which

each student will be exposed to teach all the school subjects in both lower and upper primary. During this time there will be follow up exercises so that corrections can be made.

Full-time residential is the solution instead of having seven vehicles as in Siriba Teachers College for transporting students fewer will do. Money so saved could be used for purchasing spare parts for the buses, and keeping students on practice in their practicing schools full time to have the rich experience they are missing.

The students on practice should be posted to random schools so that they get the reality in the schools which await them after the graduation.

It is also felt that during teaching practice the regular teachers should leave the school to be run by the students on practice. The regular teachers should be on the background and only help where necessary as resource pensions. Such training will equip the students with the required practice for the job that awaits them on graduation.

Appendix IX

(i) QUESTIONNAIRE A

(TO BE COMPLETED BY STUDENT TEACHERS)
Please attempt all the Questions:

A. GENERAL INFORMATION

1. COLLEGE ----------
2. CLASS TAUGHT DURING TP ----------
3. NUMBER OF PUPILS IN CLASS ----------

B. TEACHING AND ENVIRONMENT

4. Which of the following problems did you experience during your teaching practice.

   (a) Drinking alcohol ( )

   (b) Smoking cigarettes ( )

   (c) Lack of parental care for children ( )

   (d) Poor personal health ( )

5. Did you have time to freely interact with your pupils outside the classroom situation?

   YES ( )
   NO ( )

6. Was much of your work done during teaching practice in co-operation with regular teachers.

   (a) regular teachers were very helpful ( )

   (b) regular teachers never showed up during teaching practice. ( )

   (c) regular teachers were not interested when available ( )

7. Did you have an opportunity to freely interact with the people in the school community

Appendix IX

(i) QUESTIONNAIRE A

(a) time was hardly available ( )

(b) people of local community were not responsive ( )

(c) we were not told at the college ( )

8. Which of the following persons did you ever have a chance to talk to on the the welfare of the school community.

(a) Chairman of parent Association ( )

(b) Chairman of School Committee ( )

(c) Chief or Sub-Chief ( )

(d) None ( )

9. In what ways did you contribute to the general welfare of the Social Community.

(a) Harambee Project ( )

(b) Baraza (Chief's Meeting) ( )

(c) Teaching ( )

10. To what extent did you contribute to the Co-curriculum activities.

(a) Very much ( )

(b) Much ( )

(c) None at all ( )

C. GENERAL OBSERVATION

11. Would you prefer to do your teaching practice in a school in your local area?

(a) YES ( )

(b) NO ( )

(c) No Opinion ( )

Appendix IX

(i) QUESTIONNAIRE A

12. Which design for teaching practice is likely to provide far rich rich and good facilities for both pupils, students and staff.

    (a) Full time residential at the practising school ( )

    (b) Full time non-residential at the practising school ( )

    (c) A few hours of demonstration and observator lessons ( )

13. Which design for teaching practice is likely to provide for bulk and safety of teaching resources for student and pupils.

    (a) Full time residential at the practising school ( )

    (b) Full time non-residential at the practising school ( )

    (c) A few hours of demonstration and observator lesson ( )

14. Noting that 90% of the pupils in Kenya Primary Schools are in rural areas. Which would you consider best area for trainees to do teaching practice?

    (a) Urban area in Kenya. ( )

    (b) Rural localities in Kenya ( )

    (c) The type of school student is likely ( )

15. What would be reasonable period for teaching practice.

    (a) Two years divide equally for teaching practice and theory. ( )

    (b) Three years with one year teaching practice and two years theory.

Appendix IX

(i) QUESTIONNAIRE A

16. The teaching methods and techniques you acquired at the college were ---------- to your teaching practice.

(a) Very relevant ( )

(b) Relevant ( )

(c) Very irrelevant ( )

(d) Irrelevant ( )

17. Were the teachers comment on teaching practice-------

(a) Most helpful ( )

(b) Helpful ( )

(c) Not helpful ( )

(d) No Opinion ( )

18. Did your tutors comment on other aspect of the school environment other than your classroom work.

(a) they were concerned with these aspects ( )

(b) they were generally indifferent ( )

(c) Not interested at all ( )

Appendix IX

(ii) QUESTIONNAIRE " B "

(TO BE COMPLETED BY PRIMARY TEACHERS WHO GRADUATED IN 1980 AND 1981) 1979

PLEASE ATTEMPT ALL THE QUESTIONS:

1. You have been teaching since leaving College . How would you rate the usefulness of your college teaching practice.

   (a) I acquired enough techniques for handling class room situations ( )

   (b) I was not sufficiently prepared for dealing with different class-room situations ( )

   (c) Teaching practice was not useful at all ( )

2. During your teaching practice were you given practice on how to conduct committee meeting?

   YES ( )
   NO ( )

3. During your training you were taught about learners generally. Were the pupils the college trained you for the ones you found in the schools in which you have taught?

   (a) The pupils I have taught are not the theoretual one the college told me about ( )

   (c) They are exactly the pupils talked about ( )

   (d) Some were similar, others were different ( )

4. From your experience now in the school, which of the following systems of teaching practice would you prefer:-

Appendix IX

(ii) QUESTIONNAIRE " B "

(a) Full time residential for one term in the school ( )

(b) Periodic demonstration teaching, visits to schools ( )

(c) Teaching practice is not necessary ( )

5. As a full time teacher in this/chool you are / s expected to take part in the activites of the local community. Has the experience gained from the college helped you in working with the local community

(a) My training helped me to work with the local community ( )

(b) My college training did not include training in working with the community ( )

(c) My teaching practice periods were concerned only with actual class-room teaching ( )

6. Do you think that teaching practice prepared you for administration

(a) Very well ( )

(b) Only a little ( )

(c) Not at all ( )

7. During your teaching practice were you given practice of how to conduct a staff meeting

YES ( )

NO ( )

8. If you did not grasp pupils behaviours and attitudes, was this because

(a) You did not spend enough time with any particular group of pupils ( )

(b) Your college tutors did not give enough hints on how to study pupils in class ( )

Appendix IX

(ii) QUESTIONNAIRE " B "

(a) Very good and very adequate ( )

(b) Good and adequate ( )

(c) Not enough ( )

14. Teaching practice combines the use of subject matter and teaching methods. How would you rate the usefulness of the teaching methods for teaching:-

(a) Very good ( )

(b) Good ( )

(c) Unsatisfactory ( )

15. Were you given practice on how to conduct admission of pupils

YES ( )

NO ( )

16. If you were to reorganise the present system of teaching practice which of these models would you choose

(a) One year of full time teaching practice and one year of theory ( )

(b) The existing system ( )

( ) Two terms of teaching practice after one year of theory followed by one term of T.P. assessment in college ( )

(ii) QUESTIONNAIRE " B "

(c) The school class teachers did not help you ( )

9. How would you rate teaching practice as an essential component of any Teacher training.

(a) Very necessary ( )

(b) Neccessary ( )

(c) Not necessary ( )

10. Were you given practice on how to work and deal with parents during your teaching practice:-

(a) Very good practice ( )

(b) Only occasional practice ( )

(c) No practice at all ( )

11. Did your teaching practice period help in training you on how to prepare useful lesson notes:-

(a) The college tutors did not supervise out lesson notes. I now find it difficult to make good notes. ( )

(b) Our college tutors were very good in teaching ( )

(c) Teaching practice is a period for working on your own ( )

12. Has the experience acquired during your teaching helped you in working with other members of :- staff

(a) It has helped me a great deal ( )

(b) It has only helped me some how ( )

(c) It has not helped me at all ( )

13. Teaching practice combines the use of the subject matter and teaching methods. How would you rate the relevance of the subject matter during teaching practice.

Appendix IX

(ii) QUESTIONNAIRE " B "

(a) Very good and very adequate ( )
(b) Good and adequate ( )
(c) Not enough ( )

14. Teaching practice combines the use of subject matter and teaching methods. How would you rate the usefulness of the teaching methods for teaching:-

(a) Very good ( )
(b) Good ( )
(c) Unsatisfactory ( )

15. Were you given practice on how to conduct admision of pupils.

YES ( )
NO ( )

16. If you were to recognise the present system of teaching practice which of these models would you choose

(a) One year of full time teaching practice and one year of theory. ( )
(b) The existing system ( )
(c) Two terms of teaching practice after one year of theory followed by one term of T.P. assessment in college ( )

QUESTIONNAIRE " C "

(TO BE COMPLETED BY TEACHING STAFF)

Read the following test items carefully and answer the appropriate from the alternatives given:-

1. You have been supervising teaching practice for sometime in this College which of the following is most applicable concerning duration of teaching practice.

   (a) Insufficient ( )
   (b) Sufficient ( )
   (c) Most sufficient ( )

2. From your past experience which of the following models of teaching practice organization would you consider most satisfactory.

   (a) Full time residential ( )
   (b) Periodic demonstration lessons in schools ( )
   (c) Part residential part visits ( )

3. If you are to re-organize the present system of teaching practice which system would you choose from the following:-

   (a) One year full time teaching practice after one year of theory. ( )
   (b) The existing system ( )
   (c) One year theory in College followed by two terms full residential teaching practice and then one term follow up in college ( )

4. How would you rate the performance of your students in teaching practice

Appendix (iii)

QUESTIONNAIRE " C "

(TO BE COMPLETED BY TEACHING STAFF)

(a) Very good ( )

(b) good ( )

(c) poor ( )

5. If the performance is poor would you attribute this to:-

(a) Lack of interest by the student ( )

(b) Poor administration of teaching practice ( )

(c) Lack of cooperation in practising schools ( )

6. Which one of the following measures would you take to improve the teaching practice system.

(a) Full involvement of teachers in practising schools ( )

(b) Full involvement of teachers in practising schools ( )

(c) Full involvement of college adminstration ( )

7. The practice of Teachers College authority providing students with the required teaching resources

(a) Deprives the student Teacher of resourcefullness ( )

(b) Prepares the student teacher for succesfull teaching after graduation ( )

(c) Raises the status of the college tutors ( )

Appendix (iii)

QUESTIONNAIRE " C "

(TO BE COMPLETED BY TEACHING STAFF)

8. In-order to expose the student to actual school situation it is advisable during teaching practice to

(a) Post students to random schools ( )

(b) Post students to selected schools ( )

(c) Post students to schools of their own choice ( )

9. Before students go out for teaching practice to enable them to prepare for effective teaching, they should:-

(a) be briefed on actual school situation ( )

(b) not be briefed on the actual school situation ( )

(c) introduce them to the school community ( )

10. Would you rate teaching practice as an essential component of any teacher training course.

(a) Very Necessary ( )

(b) Necessary ( )

(c) Not necessary ( )

11. Which is the best area of staffing a practicing student? Noting that 90% of the pupils in Kenya are in rural areas:-

(a) Rural locality in Kenya ( )

(b) Urban locality in Kenya ( )

(c) Urban Semi urban and rural locality in Kenya ( )

12. What problems would you like your students to be

Appendix (iii)

(TO BE COMPLETED BY TEACHING STAFF)

12. What problems would you like your students to be exposed to during teaching practice?

(a) In the school ----------

(b) In the school community ----------

(c) Administration problems ----------

Appendix (IV)

TIME TABLE FOR ADMINISTERING QUESTIONNAIRES

DATE	COLLEGE	TIME
6/6/1982	ASUMBI	9:30 A.M.
7/6/1982	KAMAGAMBO	2:00 P.M.
8/6/1982	KISII	9:30 A.M.
9/6/1982	SIRIBA	8:00 A.M.

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